DOCUMENT RESUME

ED 149 079 08 CE 014 315

TITLE Professional Teacher Education Module Series. Present an Illustrated Talk, Module C-15 of Category C--Instructional Execution.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 77

NOTE 47p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 353 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

AVAILABLE FROM American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Classroom Techniques; Communication Skills; Educational Strategies; *Illustrations; *Learning Activities; Learning Experience; Learning Modules; *Lecture; Performance Based Teacher Education; Post Secondary Education; Secondary Education; Teacher Education Curriculum; Teaching Methods; *Teaching Skills; *Teaching Techniques; Verbal Communication; Visual Aids; *Vocational Education

ABSTRACT

This fifteenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in identifying and using techniques that will improve their ability to communicate verbally with students. The terminal objective for the module is to present an illustrated talk in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a case script to critique, a critique form, a model critique, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED149079

MODULE

C-15

Present an Illustrated Talk

MODULE C-15 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director

Robert E. Norton, Associate Program Director

Glen E. Fardig, Specialist

Lois G. Harrington, Program Assistant

Karen M. Quinn, Program Assistant

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joel H. Magisos

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Copyright 1977 by The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Copyright is claimed until January 14, 1982. Thereafter all portions of this work covered by this copyright will be in the public domain.

This work was developed under a contract with Department of Health, Education, and Welfare, National Institute of Education. However, the opinions and other content do not necessarily reflect the position or policy of the Agency, and no official endorsement should be inferred.

1977

ISBN: 0-914452-84-3

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM),** 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

OE 014 915

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS

Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

If you have had the opportunity to listen to an interesting, stimulating talk, have you thought about **why** it was interesting or **how** it was different from a dry, boring presentation? If so, you have probably noticed that an interesting speaker uses many well-chosen examples, anecdotes, analogies, and frames of reference to illustrate meaning. When verbal illustrations are not adequate, visual aids such as drawings, charts, and models can clarify a point. A stimulating speaker also uses subtle cues to determine how his/her audience is reacting, and adjusts the presentation accordingly.

Vague generalities and poorly-chosen illustrations, and a lack of rapport between the speaker and the audience, characterize a boring talk. Effective verbal communication, on the other hand, is characterized by direct, forceful points and clear, well-chosen illustrations. Additionally, an effective speaker has the ability to sense and respond to what the audience is feeling and thinking.

As a vocational teacher, you will have daily opportunities to present information to students by talking to them. In order to be a stimulating, interesting speaker, you need to understand and practice effective verbal communication. This module is designed to help you identify and use techniques that will improve your ability to communicate verbally with students.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, present an illustrated talk. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 43–44 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of how to present an illustrated talk (*Learning Experience I*).
2. Given a case script of a teacher presenting an illustrated talk, critique the performance of that teacher (*Learning Experience II*).
3. In a simulated classroom situation, present an illustrated talk (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Popham, James W. and Eva L. Baker. *Systematic Instruction*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970.

Learning Experience II

Optional

A locally-produced videotape of a teacher giving an illustrated talk which you can view for the purpose of critiquing that teacher's performance.

Videotape equipment for viewing a videotaped presentation.

Learning Experience III

Required

2–5 peers to role-play students to whom you are presenting an illustrated talk. If peers are unavailable, you may present your lesson to your *resource person*.

Optional

Videotape equipment for taping, viewing, and self-evaluating your presentation.

A resource person to evaluate your competency in developing a lesson plan.

Learning Experience IV

Required

An actual school situation in which you can present information through an illustrated talk.

A resource person to assess your competency in presenting information through an illustrated talk.

This module covers performance element numbers 108, 112–114 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of how to present an illustrated talk.

You will be reading the information sheet, Presenting an Illustrated Talk, pp. 6–11.

You may wish to read the supplementary reference, Popham and Baker, *Systematic Instruction*, pp. 91–96.

You will be demonstrating knowledge of how to present an illustrated talk by completing the Self-Check, pp. 11–14.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 15–16.

Activity

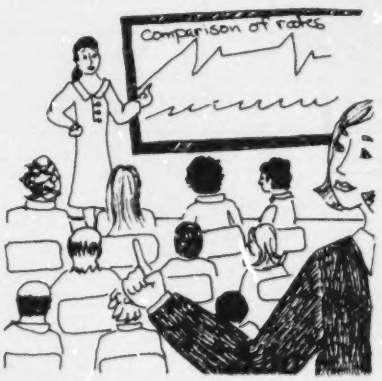
For information on how to plan and deliver an illustrated talk, and on the different types of illustrations which can help clarify your ideas, read the following information sheet:

PRESENTING AN ILLUSTRATED TALK

Whether the teacher presents information **formally** by standing in front of the class as a central dispenser of knowledge while students take notes, or **informally** by encouraging student interaction during the presentation, depends upon many factors. It depends on the teacher's own style of instruction as well as on the type of information being taught, the size of the class, and the type of students in the class. During the past few years, formal presentations have gradually been replaced by other techniques so that the lecture method of instruction is not frequently used today in secondary/post-secondary schools. An exception is T.V. lectures.

Some teachers feel that there is no such thing as a good lecture, because they think the method itself is outdated and inadequate. However, formal group instruction does have advantages which should not be overlooked when you plan your presentations.

The teacher may have information that students do not have access to. This may occur because students lack experience or because the information has not been presented to them before on their level of understanding. The teacher can often tailor a presentation to the unique needs of a group of students, bringing them in touch with material which they would otherwise miss.[1]



Several factors determine the form of the illustrated talk. If students are learning material which is entirely new to them, student interaction and participation during the presentation will probably be limited. Depending on the type of information being presented, it may be better to present the information first, and then to solicit student feedback, rather than encourage students to interact throughout the presentation.

Another consideration is the number of students in a group. Soliciting student feedback from 40 or 50 students during a presentation can be a time-consuming, clumsy process. In large groups, some method of individual feedback might be more efficient than group feedback.

You should also consider which type of presentation would communicate best with your particular class. If students are good listeners and note-takers, an illustrated talk can be a very efficient way to present information. The teacher can gather information from many different sources and condense it into one organized talk. For students who cannot sit passively and listen, even to the best formal talk, informal talks are an excellent way to get them actively involved in learning.

---

1. To gain skill in determining needs and interests of students, you may wish to refer to Module B–1, *Determine Needs and Interests of Students.*

Planning the Presentation

Many teachers find it helpful to refer to notes when they present information to students verbally. Even a brief outline will keep you on track. However, you may need more detailed reminders, depending on the type and quality of information you are presenting.

After you have had some practice giving a presentation, you will be better able to judge how extensive your preparation should be. In any event, your preparation should be thorough enough to ensure that you do not need to concentrate on your notes during the presentation. Observe your students as you speak; concentrate on **them.** Their reactions will tell you whether you are being understood. Keep your eyes open for cues to help you decide whether you need to speak louder, repeat an explanation, ask a question, draw a diagram, etc. The following points are provided to help you plan your presentation.

- **Purpose.**—Write a statement or purpose (an objective) covering the student performance which you want to teach through the presentation. For example, "Students will demonstrate knowledge of safety procedures in the laboratory," or "Students will distinguish different types of nails."
- **Key points.**—Make a note of the key points you want to cover. Order them in a logical sequence so that your students will have sufficient background to understand each new point as you present it. Plan your talk around your students, not around your material. Let their needs and interests determine what you cover, and don't present more material than they can understand. A 20-minute lecture on the assimilation of protein, which is appropriate for a group of community college students in health occupations, may not be appropriate for a group of freshmen students in high school home economics.
- **Introduction.**—The purpose of your presentation should be made clear in an introduction. Tell students what they will learn and how it will affect them. An introduction should orient students to the lesson, and prepare them to receive the information you are going to present.
- **Summary.**—Presenting a good summary is an important part of your lesson. If you have given a long or difficult lesson, you may need to recap points as you progress from one point to the next. At the conclusion of the lesson, be sure to reinforce key points by repeating them briefly in the order in which they were presented. You may choose to use some other method of summarizing depending upon the type of lesson you are presenting or the needs of your students.
- **Evaluation.**—Student feedback is the basis for evaluating your presentation, and you should plan ahead of time how you will get feedback. After a formal illustrated talk has been given, you might ask for questions or comments. You may want to give a test or an assignment to see how well you have communicated. Because an informal talk is more spontaneous, your evaluation can also be more spontaneous. Depending on student reaction, you might use a discussion, a role-playing situation, questions, or other types of activities to evaluate students' understanding.

Delivering the Presentation

Regardless of whether you are presenting information in a formal or an informal style, you should be familiar enough with your material that you can watch your students while you talk. A teacher who stands in front of the class staring at notes or concentrating on an explanation may not notice that students are yawning or talking. In particular, your presentation should be planned carefully so that you can vary it spontaneously, depending on reactions from your students. If you find yourself losing the attention of your students, for instance, try changing the pace with a related story or a visual illustration. If students don't seem to be understanding your point, be ready to simplify your meaning, shorten the talk, or even to substitute another activity in its place. An observant teacher will know how long a presentation should be and will tailor it to the students' level of understanding.

Frequently, teachers feel that a formal talk must be delivered in very formal language. Nothing could be further from the truth. Talks should be conversational in language and tone. Always be yourself—natural and relaxed—whether you are giving a formal presentation or an informal one. Know your students, and talk to them on their own level, not above it. Remember, too, that your manner of delivery—the way you inflect your voice, emphasize words, gesture—conveys meaning, just as your words do. If you appear bored, chances are that your students will be bored. If you are excited and interested, your students probably will be motivated to listen to you.

It is often thought that the teacher should stand in one position at the front of the classroom when making a presentation. Actually, teachers should vary their movements, just as they should vary their pace and tone, when giving a presentation. A teacher who stands motionless before a group of students may soon lose the attention of students. They may turn their attention to other objects, such as windows, walls, reading material, etc.

Do you have a pet phrase or gesture? Many people do have without realizing it. Any characteristic, even an inconspicuous one, can become monotonous and distracting if it is overdone. Habits such as stroking the hair, adjusting a watch, playing with a pencil or a piece of chalk can be annoying to students. Words such as "like," "you know," "right," or expressions such as "ah" inserted between words, can become very annoying or distracting to others if you use them constantly. Since these types of mannerisms are usually unconscious, you will notice them only if you really think about what you are doing, or if you have the opportunity to see yourself on a videotape.

Humor can be a definite boon to any presentation if it is spontaneous and related to an important point. A teacher is **not** a comedian, however, and should not attempt to win the class over with canned jokes. Students can usually see through this type of humor, and often it falls flat. In particular, don't tell the same story regularly simply because it's one of your favorites.

A summary of the important points you should remember when presenting information verbally follows.

- Speak clearly and loudly enough so that every student can hear you.
- Don't speak too rapidly or too slowly—avoid unnecessary pauses.
- Don't read from notes. Look at your students as you talk. Watch their expressions and movements to determine whether you are being listened to and understood.
- Be enthusiastic. Don't use a monotonous tone.
- Use gestures for emphasis, but avoid annoying or distracting mannerisms.
- Be conversational and natural.

Using Illustrations

Both verbal and visual illustrations can help clarify concepts. Listening and viewing are more effective when used together, so you will want to plan to use both verbal and visual illustrations in giving a presentation.

Visual aids need not be elaborate. Often a simple diagram drawn on the chalkboard or a chart projected onto a wall will complement a lesson equally as well as a feature film. Whatever type of visual aid you use, the important thing is to plan for it ahead of time. Know when you are going to use it and have it on hand so that you can go smoothly from an explanation to a visual aid without breaking the flow of the presentation. Remember that every student should be able to see the visual aid and that you should be looking at your students—not at the visual aid—during the presentation. Don't stand in front of a diagram and talk to it while your students struggle to see through you.[2]

Verbal illustrations—analogies, frames of reference, anecdotes, examples—help to convey meaning just as pictures, graphs, diagrams or filmstrips do. In giving a presentation, you will need to know how to use verbal illustrations to hold the interest of your students and to make your meaning clear to them.

Analogies

An analogy is a comparison of one thing to another which emphasizes the similarities between them. In general, the known is compared to the unknown so that a student can apply his/her previous knowledge to a new situation. For example, the flow of electrical current through a wire can be compared to the flow of water in a pipe. A molecule in motion is analogous to a bouncing ping-pong ball. The rotation of the earth on its axis is analogous to a spinning top. Don't use an analogy unless the similarities being compared outweigh the differences. Recognize the limits of an analogy—don't give your students the impression that electrons flow through a wire because of gravitational attraction as is the case with water flowing through a vertical pipe.

Both verbal and visual illustrations can help clarify concepts.

Frames of Reference

A frame of reference is the knowledge or set of attitudes which a person brings to a new experience. In learning a new concept, for example, the student must use his/her knowledge as a **reference** and build upon it to master new knowledge. By presenting information in terms of a learner's previous experiences, a teacher can help students grasp new ideas quickly. The introduction to a talk is a logical place to use frames of reference.

Another use of frames of reference is in teaching students to analyze situations from different points of view. For instance, a teacher who is giving a talk on salesmanship might want to have students role-play a situation in which a dissatisfied customer returns a piece of merchandise to the salesperson who sold it. Allowing students to see the situation from different frames of reference—the customer's, the salesperson's, the store manager's—can help clarify the point that "the customer is always right." Or, a lecture on the importance of safety glasses might include a case study of a student who lost his/her eyesight through neglecting to follow the correct safety practice.

2. To gain skill in selecting and/or preparing visual aids, you may wish to refer to Module B–5, *Select Student Instructional Materials*; and/or Module B–6, *Prepare Teacher-Made Instructional Materials*.

Students could be encouraged to consider the consequences of the accident from different frames of reference—the student's, the teacher's, the school administrator's, the parents'—to emphasize the importance of following the safety practice.

Frequently, frames of reference are established through group interaction in an informal learning experience. Discussions, for instance, are a very natural way to encourage students to analyze a topic from different viewpoints. A role-playing situation encourages students to act out their feelings, to analyze their own and others' behavior, and to consider alternative types of behavior. A case study allows a student to analyze a problem and to consider his/her own solution to it in relation to other solutions. Analogies can also help to establish frames of reference. If you draw an analogy between the flow of electricity and the flow of water—the resistance of the pipe to the water is analogous to the resistance of the wire to the electrical current, and water pressure is analogous to electromotive potential—you have established a frame of reference based on the student's knowledge of how water flows through a pipe.

Anecdotes

An anecdote is an amusing or interesting story which is designed to illustrate a point the speaker is trying to make. It may be true or fictional, long or short. Following is a typical anecdote:

> A young boy asked a wrinkled, tottering old man, "How do you do it? What's your secret for living such a long time?"
>
> The old-timer replied, "Well, I drink a pint of whiskey a week; I smoke a pack of cigarettes every day; and I never go to bed before midnight. I know how to enjoy myself and I live each day for itself. That's what keeps me young."
>
> After the young boy pondered the old-timer's words a bit, he couldn't resist asking a second question, "How old are you anyway?"
>
> "Thirty-five," answered the old-timer proudly.

This might be an appropriate illustration for a point about nutrition or rest. Often an anecdote remains in our memory longer than the talk it was part of. If it makes a point, that point may remain clear in students' minds long after they have forgotten the rest of the lesson. Anecdotes should be a natural part of a talk and suited to your particular students. Don't force an anecdote into a talk where it really doesn't belong just because it's one of your favorites.

Examples

An example is a representative sample of a general principle, process, or idea. A Ford is an example of a car. A toaster is an example of a household appliance. Using examples is a natural and effective way to illustrate a point. When you find yourself saying, "for example," or "for instance," you are using an example to illustrate a point. Make sure that your example is actually representative of the point you are trying to make. Be sure that you choose examples from your students' frame of reference. In other words, be sure to use examples which they can readily grasp and apply to the concept you want to teach.

In summary, when you are using any type of illustration to clarify a point, you should keep a few criteria in mind:

- **Does it relate directly to your point?**—Don't use an illustration merely because it's an attractive visual aid or idea. Make sure it contributes to the message you are trying to get across.
- **Is it accurate?**—Use factual, typical illustrations as much as possible. Avoid generalizing from a fictional or isolated case.
- **Is it clear?**—Try to use enough detail so that your listeners can follow you, but don't bore or confuse them with irrelevant information.
- **Is it the best way to present information?**—Whether you are using verbal or visual illustrations, ask yourself if there is a better way to get your point across.
- **Is it appropriate to the audience?**—Illustrations should be carefully planned for the ability level of learners.

For further information on planning and delivering a talk, you may wish to read Popham and Baker, *Systematic Instruction*, pp. 91–96.

The following items check your comprehension of the material in the information sheet, Presenting an Illustrated Talk, pp. 6–11. Each item requires a short, essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What are the advantages and disadvantages of a formal method of presenting verbal information to students?

2. What are the advantages and disadvantages of an informal method of presenting verbal information to students?

3. If you were planning a presentation, what are some of the factors you would consider in determining whether to give a formal talk or an informal talk?

4. What are some specific things you would do to prepare a presentation?

5. As a rule of thumb, it is suggested that the talk be broken down into the following time limits: 20% for the introduction, 60% for the key points, and 20% for the summary. Why should an introduction and a summary be included in a talk?

6. Student feedback is the basis for evaluating whether a talk has been understood. What are some different ways of obtaining student feedback?

7. During a presentation, the teacher needs to be alert to students' reactions. In an informal talk, students may contribute comments and questions throughout so that the teacher is constantly aware of how well he/she is communicating. But, in a formal presentation, there is usually no direct verbal feedback from students until the presentation is finished. How can a teacher determine whether students are understanding a formal presentation?

8. Mr. Jones is a vocational teacher who likes to sit at his desk while he lectures. He prides himself on being well prepared. He uses detailed notes and follows them very carefully. His students call him "Preacher Jones" because he has a tendency to dramatize his lectures and to shout occasionally to attract students' attention. Students like him, though, because he doesn't seem to mind their doing their homework while he preaches. What do you think of Mr. Jones' style of delivery?

9. Define the following types of verbal illustrations: analogy, frame of reference, anecdote, example.

10. Why are illustrations needed in a verbal presentation?

11. How can you decide whether a particular illustration is a good way to clarify a point?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. A formal presentation can be advantageous if the teacher is presenting information to students which is entirely new to them. This is particularly true if students would have little to contribute during the presentation. Formal presentations are also advantageous in large-group instruction where the number of students would prevent teacher-student interaction throughout the talk. If students listen well and take good notes, a formal talk is an efficient way to present information because the teacher can synthesize information from several sources and organize it into one talk.

   There are also disadvantages to using a formal presentation. It may be difficult to determine whether students are actually listening to and understanding the talk merely on the basis of their nonverbal reactions. A formal presentation, even a good one, may fall flat with a group of students who do not have good listening and note-taking skills. Another disadvantage is that formal presentations tend to lack spontaneity and liveliness.

2. Two important advantages of an informal method of presenting verbal information to students are (1) the teacher receives continuous student feedback during the presentation and can use this feedback spontaneously to direct the course of the presentation; and (2) students who have difficulty listening and note-taking passively can get actively involved in the presentation.

   The advantages of an informal presentation are partially offset by one important disadvantage: the larger the group, the more time-consuming it becomes to encourage student interaction throughout the presentation. The teacher must act as a moderator to keep the talk on target. Otherwise, it can disintegrate into a bull session.

3. Following are some things you should consider when you plan a presentation:
   - What type of students do I have? Are they good listeners? Can I tell whether they are understanding me just by watching their facial expressions or should I solicit feedback during the presentation?
   - Does the subject of the presentation lend itself to student interaction? Do my students have enough background knowledge of the subject to contribute to the talk?
   - Is group feedback or individual feedback more appropriate to the size of the class?
   - Would I personally be more comfortable with a formal presentation or an informal one?

4. Most teachers like to make notes to guide them through a presentation. The purpose of the talk should be written down briefly. Then, the key points should be listed in their correct order. If you need to illustrate any of these points, you should prepare visual aids ahead of time and have them on hand during the talk.

   Verbal illustrations should be thought out carefully in advance to be sure they are the best way to illustrate the point you want to make. Make sure that you can cover each point in a reasonable amount of time for your particular group of students. Organize your talk around an introduction, key points and a summary. Then, plan and prepare the evaluation device to be used. For example, if you decide to lead a discussion, write down some key questions ahead of time.

5. The purpose of an introduction is to get students ready to listen. It should inform them of what they will learn and why it is important. The summary should briefly recap the main points of the lesson to reinforce and clarify them. The summary is also a bridge from the lesson to the evaluation activity.

6. Evaluation of students' knowledge may be obtained by giving a test or assignment, soliciting questions and reactions from students or asking them questions, leading a discussion, using a role-playing or case-study activity, etc.

7. During a formal presentation, the teacher should keep an eye on the class at all times and watch for cues such as yawning, whispering, puzzled expressions, daydreaming, etc., to alert him/her to students' reactions.

8. Mr. Jones' lectures should be conversational in tone, not dramatic exercises. His habit of stationing himself at his desk is also a poor one. Moving around the classroom would help hold students' attention. Apparently Mr. Jones pays more attention to his notes than he should since he doesn't notice that students are doing their homework while he lectures. His habit of shouting to attract attention and his tendency to dramatize can become distracting and monotonous, just as any mannerism can if it is used routinely.

9. An **analogy** is a comparison of a known object, idea, or process, to an unknown object, idea, or process, in which essential characteristics of both things being compared are basically similar in nature.

   A **frame of reference** is the background knowledge which a person brings to a new experience; i.e., it is "where a person is coming from."

   An **anecdote** is a story which is used to illustrate a point.

   An **example** is a representative sample of a general principle, process, or idea.

10. The purpose of both verbal and visual illustrations is to clarify meaning. A well-chosen illustration can convert a vague generality into a clear concept. Illustrations are like handles which allow students to grasp larger ideas, to remember them, to use them.

11. The criteria for deciding whether a particular illustration is a good one are as follows:
    - Does it relate directly to the point?
    - Is it accurate?
    - Is it clear?
    - Is it the best way to present information?
    - Is it appropriate to the audience?

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Presenting an Illustrated Talk, pp. 6–11, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Given a case script of a teacher presenting an illustrated talk, critique the performance of that teacher.

You will be reading the Case Script, pp. 18–19.

You will be critiquing the performance of the teacher described in the Case Script, using the Critique Form, pp. 20–22.

You will be evaluating your competency in critiquing the performance of the teacher described in the Case Script by comparing your completed critique with the Model Critique, pp. 23–24.

You may wish to view a locally-produced videotape of a teacher giving an illustrated talk, and to critique that teacher's performance.

The following Case Script describes how Mr. Ahmed, a vocational teacher, gave an illustrated talk on the metric system to a group of students. With the criteria for presenting an effective illustrated talk in mind, read the situation described.

CASE SCRIPT

Mr. Ahmed stands up to begin his talk and glances at his class of ten students. Each student has a pad of paper and a pen and appears ready to begin taking notes. He takes his notes out of his briefcase, then drops them back in. He is so familiar with the topic to be presented that he feels he doesn't need notes.

Mr. Ahmed:

At present, 85% of the world's population live in countries that are using the metric system. It's not going to be too long before we Americans are going to be using the metric system as well. How will the metric system affect our daily lives? Why should we bother to change from our present system to an entirely new system? These are two questions I would like to discuss today.

Now, for the purposes of our discussion, let me call the process of changeover from our system—which is called the English system—to the metric system, "Metrication."

Mr. Ahmed writes the word "Metrication" on the chalkboard.

The effects this changeover will have on our daily living is the topic of our discussion today. There are two very important types of changeover effects. We shall call them short-term effects and long-term effects.

Mr. Ahmed writes the two words on the chalkboard.

Short-term effects are those effects that are felt during the transition process. Long-term effects are felt over a longer period of time and show us the reason why we are changing from one system to another.

First of all, changing from one system to another is always a very difficult process. Changing from one pattern of behavior to another is also very difficult. How many of you have taken driver training? Do you all remember the problems you experienced when you switched from driving in the simulator to driving in a real car?

Mr. Ahmed notices that two students appear to be silently laughing.

The transition was a little bit hard to take. The same thing happens when we try to change from feet to meters and from quarts to liters. It's going to be a very difficult thing for us to adjust to. For example, we're accustomed to buying our milk in quarts, and we know how much milk is in a quart, how many people it will serve, how many quarts we need. But if we were to suddenly start buying our milk in liters, we wouldn't know how many liters would be needed to serve a family.

Also, for example, suppose we see a briefcase on sale, and it says, "This briefcase weighs 1 kilogram empty." Does this mean that this is a nice, light briefcase, or a heavy briefcase? How could we tell until we've learned the metric system? And learning that system is going to be very difficult.

Now, these aren't the only troubles we're going to have when adjusting to the new metric system. We're also going to have to face certain economic problems. Presently, we buy nuts, bolts, and tools according to their measurement in fractions of feet and inches. For example, we have a ½" nut. Now, if we change to the metric system, that ½" nut will become a 12.7 millimeter nut.

How are we going to remember such odd numbers? That transition will be difficult for us. However, manufacturers will help us a little bit in this direction. During the transition process, they will indicate both the English and the metric system measurements of goods. Some of you may have already experienced this when buying dress patterns. You'll find both the metric and the English system written on the back of the pattern.

Mr. Ahmed notices a girl is nodding her head at that remark.

At this point, I'll bet you are asking yourselves why we should switch systems. In the long run, how are things going to be better off in the

metric system than in our English system? Why should we have to inconvenience ourselves to learn a new system? Well, let me see if I can answer some of these questions.

We are familiar with certain basic measurements in the English system. For instance, we know that there are three feet in a yard, 5,280 feet in a mile, and 43,560 square feet in an acre. We have to remember all these numbers and all these units and conversion factors. That's a lot to remember since there is no apparent logical pattern to these measurements. In the metric system, there is a pattern.

Let me give you an example of the difficulty of a system where you've got all these different numbers and measurement patterns to memorize. Now, our currency consists of 1-dollar bills, 5-dollar bills, 10-dollar bills, etc. Most of our units of currency are in multiples of 5 and 10. Now, if you were to go to Kenya, and try to transfer from our currency system to theirs, you would experience many difficulties. In Kenya, a pound sterling is 240 pennies; a pound sterling is 20 shillings; 12 pennies make up a shilling. How are you going to remember all these things? Instead of units of 10's, you've got to worry about units of 12, 20, and 240. How do you remember these things? How do you keep all those units straight in your head?

In the metric system, everything is in multiples of 10 or in tenths—100, 1000, 10,000, and so on. Everything is in terms of ten so it makes it easier to remember the conversion from one system of units to another. But more than that, the names of the metric units help you remember the correct conversion. A kilogram, for example, is 1,000 grams. A millimeter is 1/1000th of a meter. A kilometer is 1,000 meters. Even the names themselves suggest what the conversion factor ought to be. Of course, you have to memorize the prefixes that tell us what the relationship is, but that's easy.

The metric system has an additional advantage. It measures the conversions in units of 10 so it fits in perfectly with our decimal system. For example, I can convert 100 millimeters to centimeters very easily: 100 millimeters equal 10 centimeters; milli means 1/1000; centi means 1/100; centimeter is 10 times as big as a millimeter. So all I have to do to make this change is simply change the decimal point. However, if you want to change some measurement from feet to yards, or from yards to miles, you've got a much more difficult conversion factor to go through. It's not as simple as just moving the decimal point.

Mr. Ahmed notices with satisfaction that he still has his students' attention and that their notepads are filled with notes.

In addition, there are certain economic advantages that you will experience once we've changed to the metric system. As I pointed out before, 85% of the world's population already use the metric system. They produce goods and services which we import to our country. We produce goods and services which we export to their country. The business of exporting and importing will become a simpler process when we can work under the same system. For example, when I buy an American tool, I'll be able to use it to fix my Volkswagen or Toyota because everything will be measured in the same units. Screws, bolts, and various other parts will all be standardized and, therefore, interchangeable.

This standardization will help to improve communication between countries, especially in the business world. Once we have established these better relationships, then, hopefully, businesses in all countries will improve the quality of their work in order to maintain competition. We all benefit because we get higher quality products. So that is, basically, the long-range effect of changing to the metric system.

Tomorrow we'll investigate the origin of the metric system. Later this week, we'll investigate why a ½" bolt made yesterday still can fit a ½" nut made today, and we'll analyze how we can standardize the units of measurement.

Well that's about it for today. Are there any questions?

Mr. Ahmed pauses momentarily.

None? Okay. See you all tomorrow.

Below is a Critique Form with questions to guide you in preparing a written critique of Mr. Ahmed's competency in presenting an illustrated talk. Read each question, and indicate by circling the YES or NO, whether or not Mr. Ahmed accomplished each item. Briefly explain your responses in the space provided for comments below each item.

CRITIQUE FORM

1. Did the teacher state the purpose of the lecture in the introduction? YES NO

   Comments:

2. Did the introduction orient students to the lesson? YES NO

   Comments:

3. Was the teacher's style of presentation, i.e., formal, suited to the size of the group and the nature of the material being presented? YES NO

   Comments:

4. Did the teacher select information to present which was suited to students' level of understanding? YES NO

   Comments:

5. Did the teacher observe students during the presentation to see whether they were listening to and understanding the talk? YES NO

   Comments:

6. In the introduction, the teacher said he would discuss two things: how the metric system will affect our lives, and why we should change to this system. During the talk he made the point that we will be using this system of measurement in buying things and making things and that this transition would be difficult. The second point he made was that we should change to the metric system because in the long run it is easier to use and it will improve our standard of living. Did he summarize these two points in the conclusion of the talk? YES NO

   Comments:

7. Did the teacher use student feedback to evaluate the talk? YES NO

   Comments:

8. During the introduction, the teacher used the chalkboard twice. In the first instance, he wrote the word "metrication" on the chalkboard. In the second, he wrote the two words, "short-term" and "long-term." From what you know about visual illustrations, is this use of the chalkboard an effective way to illustrate the introduction? YES NO

   Comments:

9. The first key point which the teacher makes is that "Changing from one system to another is always a very difficult thing." To illustrate this point, the teacher draws the analogy that changing from the English system to the metric system of measurement is like changing from a driving simulator to a real car because both adjustments are very difficult. Is this a good analogy? YES NO

Comments:

10. The teacher uses the following example to illustrate the difficulty of converting from the English system to the metric system: "Suppose we see a briefcase on sale and it says, 'This briefcase weighs 1 kilogram empty.' Does this mean that this is a nice light briefcase or a heavy briefcase?" Is this example suited to a high school audience? YES NO

Comments:

11. The teacher makes the point that using the metric system will simplify our calculations because in the metric system everything is in multiples of ten. To illustrate this point, the teacher establishes a frame of reference on the basis of the ease with which we can calculate how much money we have when we have an assortment of currency, since our money is in multiples of five and ten. Kenya's currency system is not in simple multiples, and consequently it is more difficult to use. Does this frame of reference help clarify the point that calculations will be simpler if we convert to the metric system? YES NO

Comments:

Compare your completed written critique of the Case Script with the Model Critique given below. Your circled responses should exactly duplicate the model responses. Your written comments need not exactly duplicate the model comments; however, you should have covered the same **major** points.

MODEL CRITIQUE

1. YES. The teacher described two purposes of the lecture: (1) to know how the metric system will affect our daily lives, and (2) to know why we should change from the English to the metric system.

2. NO. The teacher did not relate the present lesson to previous lessons or tie it to other relevant student experiences.

3. NO. Since the group was quite small, the teacher could easily have obtained student feedback during the talk. The illustrations he used could have been drawn from individual students' experiences if he had solicited feedback throughout the talk instead of waiting until the end.

   The question as to the short-range effects of using the metric system in particular lends itself to student involvement. If students were given a case study or a problem to solve which required them to use the metric system instead of the English system, they could easily discover and discuss the difficulties they encountered in using the metric system.

4. YES. The metric system can be taught to elementary children as well as high school students. However, the teacher did attempt to make the point that a free exchange of goods and services between nations raises the quality of those goods and services because of competition for the market, and that the result is a higher standard of living for all. This concept might be a little difficult for high school students to understand.

5. YES. The teacher did not read from his notes or concentrate on them while he talked to students. He observed the class as he spoke.

6. NO. There is really no summary. The teacher breaks off abruptly from the second main point and announces what the next week's lessons will cover.

7. NO. The teacher asked if there were any questions and when the students did not volunteer any, he closed the lesson. The teacher should be prepared to ask questions himself if students do not volunteer. The fact that they were taking notes during the talk does not indicate that they understood what was in their notes.

8. NO. The word "metrication" is used only once during the entire lecture—in the introduction. Since the teacher never refers to it again, it is likely that the word itself does not enhance or clarify the meaning of the lesson. Writing it on the chalkboard teaches students nothing further about the purpose of the lecture than has been already stated.

   Similarly, writing the words "short-term" and "long-term" does not answer the question, "What is a short-term effect or a long-term effect of converting to the metric system?" or the question, "How short is a short-term effect and how long is a long-term effect?"

   As an alternative method of illustration, the teacher might have shown students a world map which was color-coded to indicate which countries use the English, and which use the metric system of measurement. This sort of visual illustration could add depth to the opening statement, "At present, 85% of the world's population live in countries that use the metric system."

9. NO. Even if we assume that all students are familiar with the process of changing from a driving simulator to a real car, so that this part of the comparison is "known," and even if we assume that changing from a driving simulator to a real car is in fact very difficult, the two processes are still not analogous. The function of a driving similator is to make it easier to drive a real car. The transition **may** be difficult, but should not be difficult.

   On the other hand, learning how to use the English system of measurement does not facilitate learning how to use the metric system—in fact, it complicates the process. The essential characteristics of the two processes being compared are not actually similar.

10. NO. Most high school students would not be concerned with the weight of a briefcase since few would need to buy one, and they might have trouble knowing a "light" one from a "heavy" one even if the measurement were in pounds. The teacher could have selected an example of more interest or relevance to this particular group of students. He might have chosen the size of an automobile engine or the distance covered by a home run to arouse students' curiosity.

11. YES. The teacher has built on students' previous knowledge (i.e., their understanding of the U.S. currency system and the ease with which it can be used) to give them an idea of how easy it would be to calculate distances, weights, and measures if our measurement system were similar to our currency system (i.e., in simple multiples of ten).

LEVEL OF PERFORMANCE: Your circled responses should have exactly duplicated the model responses; your written comments should have covered the same **major** points as the model comments. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Presenting an Illustrated Talk, pp. 6–11, or check with your resource person if necessary.

Your institution may have available videotapes showing examples of teachers giving illustrated talks. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in giving an illustrated talk, using the criteria provided in this module, or critique forms or checklists provided by your resource person.

Learning Experience III

OVERVIEW

In a simulated classroom situation, present an illustrated talk.

You will be selecting a student performance objective in your occupational specialty that lends itself to giving an illustrated talk to present information.

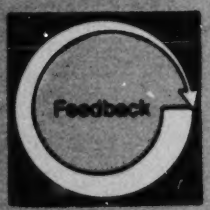
You will be selecting, modifying, or developing a lesson plan designed to achieve that objective using an illustrated talk.

You may wish to have your resource person review the adequacy of your plan.

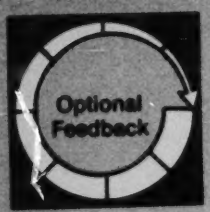
You will be selecting, obtaining, or preparing any visual materials needed for your presentation.

You will be presenting your illustrated talk to a group of peers, or to your resource person.

You may wish to record your talk on videotape for self-evaluation purposes.



Your competency in giving a talk to present information will be evaluated by your peers, or by your resource person, using the Lesson Presentation Checklist, pp. 29–40.



If you videotaped your talk, you may wish to evaluate your own performance, using the Lesson Presentation Checklist, pp. 29–40.

Select a student performance objective in your occupational specialty which could be achieved, at least partially, by presenting an illustrated talk. (In a real world situation, you start with an objective and then select the most appropriate materials and/or teaching methods. In this practice situation, however, you need to select an objective that lends itself to using an illustrated talk to present information.)

Prepare a detailed lesson plan which includes the use of an illustrated talk. Instead of developing a lesson plan, you may select a lesson plan that you have developed previously, and adapt that plan so that it includes the use of an illustrated talk to present information. Include at least one analogy in your plan, and plan to establish a frame of reference at least once.

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

Based on your lesson plan, select, obtain, or prepare any visual materials you will need to illustrate your presentation.

In a simulated classroom situation, present your lesson to a group of two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape so you may view your own illustrated talk at a later time.

Multiple copies of the Lesson Presentation Checklist are provided in this learning experience. Give a copy to each peer, or to your resource person, before making your presentation in order to ensure that each knows what to look for in your lesson. However, indicate that during the lesson, all attention is to be directed toward you, and that the checklists are to be completed **after** the lesson is finished.

If you videotaped your lesson, you may wish to self-evaluate, using a copy of the Lesson Presentation Checklist.

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In giving a talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation, i.e., formal or informal, suited to: a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information which was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to determine the talk's length, focus, pace, activities, or illustrations	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone which was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy which:				
16. related directly to a point which the teacher was making	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐
During the talk, the teacher established frames of reference which:				
20. related directly to a point which the teacher was making	☐	☐	☐	☐
21. were suited to students' level of understanding	☐	☐	☐	☐
22. allowed students to see a topic from different points of view	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In giving a talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation, i.e., formal or informal, suited to:				
a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information which was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to determine the talk's length, focus, pace, activities, or illustrations	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone which was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy which:				
16. related directly to a point which the teacher was making	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐
During the talk, the teacher established frames of reference which:				
20. related directly to a point which the teacher was making	☐	☐	☐	☐
21. were suited to students' level of understanding	☐	☐	☐	☐
22. allowed students to see a topic from different points of view	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In giving a talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation, i.e., formal or informal, suited to:				
a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information which was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to determine the talk's length, focus, pace, activities, or illustrations	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone which was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy which:				
16. related directly to a point which the teacher was making	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐
During the talk, the teacher established frames of reference which:	☐	☐	☐	☐
20. related directly to a point which the teacher was making	☐	☐	☐	☐
21. were suited to students' level of understanding	☐	☐	☐	☐
22. allowed students to see a topic from different points of view	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In giving a talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation, i.e., formal or informal, suited to:				
a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information which was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to determine the talk's length, focus, pace, activities, or illustrations	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone which was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy which:				
16. related directly to a point which the teacher was making	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐
During the talk, the teacher established frames of reference which:				
20. related directly to a point which the teacher was making	☐	☐	☐	☐
21. were suited to students' level of understanding	☐	☐	☐	☐
22. allowed students to see a topic from different points of view	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In giving a talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation, i.e., formal or informal, suited to: a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information which was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to determine the talk's length, focus, pace, activities, or illustrations	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone which was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy which:				
16. related directly to a point which the teacher was making	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐
During the talk, the teacher established frames of reference which:				
20. related directly to a point which the teacher was making	☐	☐	☐	☐
21. were suited to students' level of understanding	☐	☐	☐	☐
22. allowed students to see a topic from different points of view	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In giving a talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation, i.e., formal or informal, suited to:	☐	☐	☐	☐
a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information which was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to determine the talk's length, focus, pace, activities, or illustrations	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone which was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy which:				
16. related directly to a point which the teacher was making	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐
During the talk, the teacher established frames of reference which:				
20. related directly to a point which the teacher was making	☐	☐	☐	☐
21. were suited to students' level of understanding	☐	☐	☐	☐
22. allowed students to see a topic from different points of view	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Learning Experience IV

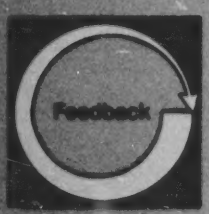
FINAL EXPERIENCE

In an actual school situation,* present an illustrated talk.

As you plan your lessons, decide when an illustrated talk could be used effectively to aid you in meeting the lesson objectives. Based on that decision, present an illustrated talk. This will include—

- selecting, modifying, or developing a lesson plan which includes this technique
- selecting, obtaining, or preparing any visual materials needed for the talk
- using at least one analogy and establishing a frame of reference at least once during the talk

NOTE: Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.



Arrange in advance to have your resource person observe your lesson presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 43–44.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in presenting an illustrated talk.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Present an Illustrated Talk (C–15)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

In giving a talk, the teacher:	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐	☐	☐
3. selected a type of presentation, i.e., formal or informal, suited to:						
a. students' level of understanding	☐	☐	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐	☐	☐
4. selected information which was suited to students' level of understanding	☐	☐	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to determine the talk's length, focus, pace, activities, or illustrations	☐	☐	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐	☐	☐
15. spoke in a tone which was relaxed, conversational, and natural	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
During the talk, the teacher used an analogy which:						
16. related directly to a point which the teacher was making	☐	☐	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐	☐	☐
During the talk, the teacher established frames of reference which:						
20. related directly to a point which the teacher was making	☐	☐	☐	☐	☐	☐
21. were suited to students' level of understanding	☐	☐	☐	☐	☐	☐
22. allowed students to see a topic from different points of view	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM
American Association for Vocational Instructional Materials
120 Engineering Center • University of Georgia • Athens, Georgia 30602 • (404) 542–2586